

## Anti-bullying procedures

### Information for parents and carers

Please take the time to read this leaflet which outlines our anti-bullying procedures. If you have any questions, please talk to your child's class teacher.

#### Introduction

At Jubilee bullying is treated extremely seriously- we believe that bullying is serious for the bully and the person being bullied. We know that learning can only take place effectively in a safe, caring environment and recognise that bullying is a complex problem.

If bullying does occur, we want all pupils to feel safe enough to tell someone about it and know that incidents will be dealt with promptly and effectively. A child who bullies is not a 'bad' person, but the behaviours that they exhibit are not acceptable.



#### What is bullying?

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and where it is hard for the person being bullied to defend themselves. People can be targeted for any reason, but people who bully others often target 'difference' and bullying can be a form of wider discrimination.

One off incidents are not usually bullying behaviour though they may still be frightening and harmful. In a group situation it may be the case that lots of children say or do something to a child, and though each individual child may only say or do something once, the behaviour has been repeated throughout the group, and is therefore likely to be bullying.

#### Preventing Bullying

At Jubilee, we work hard to prevent bullying from occurring. This is done through:

- Classroom discussions around bullying, including cyberbullying and how to prevent it as part of curriculum work
- 'Playground Friends'- older children who provide activities for younger children who are feeling isolated during playtimes
- Activities provided for the playground
- A strong and visible adult presence in the playground
- Learning mentor drop-ins during playtimes
- Close monitoring of behaviour records
- Interventions with children who have exhibited elements of bullying behaviours that they need to change their conduct before it becomes bullying.

This school recognises that bullying which is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs.



## Procedures when bullying occurs

### Children

These strategies are communicated to children in lessons, class discussions and assemblies, to use if they are being bullied or know someone else is:

- Tell an adult you can trust: a teacher, parent or learning mentor
- Talk to someone your own age– a friend or a Playground Friend
- If you feel OK about it, say “Stop it, I don’t like it” to the bully
- Don’t keep it a secret, even if the bully has told you not to tell anyone
- Write a message for the learning mentor’s ‘worry box’ if you don’t feel ready to talk yet
- Don’t join in, help the person being bullied and tell an adult
- If you think you might be bullying someone, talk to an adult you trust

### Procedures

- 1) Adults report bullying incidents to a member of the Senior Leadership Team
- 2) Senior Leader will investigate fully, speaking to all children and relevant adults
- 3) Parents of all children involved will be informed
- 4) Measures are put in place to stop the bullying as soon as possible. These will vary depending on the individual context

### Outcomes

- 1) If the victim agrees, the learning mentor will facilitate a group meeting with all those closely involved with a view to resolving the problem
- 2) The perpetrator(s) will be asked to apologise
- 3) When appropriate, children who have been bullied will be given extra learning mentor support
- 4) If appropriate, those involved in bullying behaviours may be given additional support in order to reflect on and modify their behaviours

If the bullying continues the normal consequences in the Jubilee Positive Behaviour Policy will be followed. In serious and unresolved cases, regular missing playtime, internal exclusion and even external exclusion will be considered.

## External Organisations

The school has worked in partnership with:



Parents may also find it helpful to draw on some of the resources and advice provided by:

